DOCUMENT RESUME

ED 462 868 FL 027 209

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TITLE	Impact of the Use of Bulgarian Mini-Lessons in a SLA Course on Teachers' Beliefs.
PUB DATE	2002-00-00
NOTE	31p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Beliefs; *Bulgarian; Educational Theories; Elementary Secondary Education; *English (Second Language); Graduate Students; Higher Education; *Knowledge Base for Teaching; Masters Degrees; Preservice Teacher Education; *Second Language Instruction; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS	Teachers of English to Speakers of Other Languages

ABSTRACT

This study examined the use of mini-lessons in a less common language as a pedagogical tool to demonstrate different language learning theories, concepts, and methods, thus increasing students' knowledge base and changing their beliefs about language learning. The study involved students from a Master's Degree TESOL program enrolled in a course on second language learning pedagogy. Students had no theoretical background in second language acquisition (SLA) when they enrolled. Ten mini-lessons in Bulgarian, the instructor's native language, were taught during the semester to demonstrate different concepts in SLA and methods of English language teaching. Data collection involved student journals; classroom discussions; focus group discussions; and a pre/post survey that examined changes in students' knowledge base and beliefs and how they believed the mini-lessons helped them understand concepts and processes. Results indicated that the Bulgarian mini-lessons provided teacher trainees with a springboard to explore different aspects of the SLA process and thus improve both content knowledge and pedagogical content knowledge. The language experience proved valuable as both a cognitive and an affective exercise and as a pedagogical tool. Changes in students' beliefs about the process of SLA were noted. (Contains 12 references.) (SM)

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Impact of the Use of Bulgarian mini-lessons in a SLA Course on Teachers' Beliefs

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During the past 20 years there has been a great deal of interest in the nature of teacher knowledge and the ways it is acquired. According to Shulman (1986) the domain of teacher cognition has three major dimensions: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge. All three dimensions are important in making decisions in actual practice. However, most of these decisions are also based on beliefs and assumptions, which seem to be an inextricable part of teacher knowledge (Woods, 1996). In language education courses of Second Language Acquisition (SLA) focus on aspects of all three domains of teacher knowledge. Students enter these courses with certain well-established beliefs and attitudes about the concepts and processes of language learning. These beliefs play an important role in all aspects of teaching as they seem to consciously or unconsciously inform one's knowledge base. Results from research on teachers' beliefs indicate that it is important to study teacher trainees' beliefs and attitudes since they seem to influence their future teaching and most of the time seem to be hard to change (Breen, 1991).

Teacher trainers have their own hypotheses of what their students should be able to do as a result of taking a course. However, they do not always take as a starting point in their teaching the students' current knowledge base, beliefs, and attitudes towards SLA. Most of the research

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on the role and importance of teacher beliefs in language education focuses on teachers' classroom behavior (Woods, 1996; Borg, 1998). Only a few studies examine the changes of teacher trainees' beliefs over the course of study in a teacher education program (Peacock, 2001; Brown and McGiannon, 1998 and Breen, 1991). The results from these studies indicate that studying pre-service and in-service teacher beliefs and knowledge base helps not only raise trainees' awareness of their beliefs (Horwitz, 1985) but also target some incorrect beliefs and correct them through both the teaching method and content of the training courses. Breen (1991) suggests that in order to change trainees' beliefs, researchers need to promote teachers' reflections and ask them to evaluate their beliefs on the basis of "actual classroom events." There seem to be a need to look at the way teachers' beliefs, attitudes, and knowledge about language (KAL) change as a result of particular applied linguistics instruction that offers them actual classroom experiences. One can do this in a Methods class and the Practicum which usually accompanies such a class but by this time pre-service teachers have already gained knowledge in theories of Second Language Acquisition (SLA) and English Language Teaching (ELT) and have adjusted their knowledge base and belief system to the new reality of language teaching. It seems more interesting to study the belief system and KAL of teachers when they enter the program and follow the changes that occur as a result of the theoretical courses that they take. One way to achieve this in a class on Theories of SLA (usually the first class in a series of courses in a MA TESOL program) is through offering teacher trainees language experience with lessons in a foreign language that they do not speak. Thus through their personal experiences in the process of language learning and reflecting on this experience, trainees can better internalize the concepts of language acquisition and hopefully change some of their incorrect beliefs.

The **purpose** of this study was to examine the use of mini lessons in a less common language as a pedagogical tool to demonstrate different language learning theories, concepts, and methods and thus increase students' knowledge base, change their beliefs about language learning, and possibly improve their future work as ESL teachers.

Context. The study was conducted with students from a MA TESOL program at a mid-western university during the Fall semester of 2001. Sixteen students enrolled in the course on Second Language Learning and Pedagogy. After the events on September 11 two of the students were called to active duty and had to drop the course. One student did not sign the written consent form and chose not to participate in the study. The total number of teacher trainees who took part in the study was thirteen – twelve women and one man. Nine students were native speakers of English and four were non-native speakers. Of the non native speakers, two were Spanish speakers, one was an Arabic speaker and one – a Chinese speaker. The majority of the native speakers were monolingual and had a very limited experience of studying a foreign language in high school. Four students were pre-service teachers and nine were in-service teachers whose teaching experience ranged from one to ten years.

The students had no theoretical background in SLA when they enrolled in the class on Language Learning and Pedagogy. This course is required in the TESOL program that leads to either an MA in Education or a TESOL endorsement. The text used for this class was "Principles of Language Learning and Teaching" by D. Brown (2000), supplemented by articles and chapters from Richards, J. and T. Rodgers, (1992), "Approaches and methods in Language Teaching".

Students in this course often complain of not being able to relate the theories they study to their teaching practice. It is difficult for them to find any connection between the concepts, constructs, and models they read about and their own, or their students' personal experience of learning a foreign language. As educators we should strive to help them in the process of conceptualizing and operationalizing the concepts. One way of achieving this is to bring the abstract theories to life by illustrating how they work in the process of learning a foreign language. This can be done through introducing mini lessons in a language our students do not know or by constructing rules and lexicon for an imaginary language and teaching those to the students. This study describes one such experiment with a language learning experience in which mini-lessons in Bulgarian, (the native language of the instructor) were used to demonstrate different concepts in SLA and methods of FLT. Three main questions were investigated through the study:

1. What do TESOL trainees believe about language learning before taking a course in Theories of Language Learning and Pedagogy?

2. Do students' knowledge base and beliefs about SLA change after taking the course?

3. What is the role of the mini-lessons in Bulgarian as a pedagogical tool in this change?

The researcher hypothesized that trainees will have strong beliefs on language teaching and learning as a result of their personal experience as language teachers and learners. Based on previous research, it was hypothesized that there will be some change in these beliefs although the direction of this change could not be predicted. The effect of the mini lessons in Bulgarian as a pedagogical tool was expected to be most beneficial to students in their effort to acquire effective methods and strategies for language teaching. They would be less helpful in elucidating

certain concepts and factors in SLA because of the limited amount of time for instruction in Bulgarian and the insufficient knowledge of Bulgarian students would have acquired in order to understand certain theories in SLA demonstrated through this method (for example, the natural order of acquisition of language structures).

Data collection instruments and procedures

Several data collection instruments were used. A pre/post survey based on a Likert scale was administered at the beginning and end of the 15 week course to test for any changes in the knowledge base and beliefs of the TESOL students (See Appendix A). The second time the survey was administered students were asked to explain how (if in any way) the mini lessons in Bulgarian have helped them to understand each of the concepts or processes the questions were about. Students were not given their initial survey at the end of the course so that they could not compare their answers and be influenced in their explanations. Ten Bulgarian mini lessons (15 to 20 minutes long) were taught during the semester as part of the regular classes and students were asked to keep reflective journals and write about their experiences with the mini-lessons in Bulgarian. They were free to focus on any aspect of the experience which they considered important in understanding the SLA concepts and methods of ELT. These journals were required but not graded. Students were informed through the consent form that the entries in the reflective journals would not affect their grades. In addition to these reflections, on several occasions students were given simple language exercises in Bulgarian and were asked to change the activities in view of their current knowledge of SLA theories. Classroom discussions after such activities were recorded in order to analyze the effect they had on elucidating concepts and changing the knowledge base of the students. At the end of the course the researcher conducted a

focus group discussion with all students on the experience with the Bulgarian mini lessons. The discussion was recorded and used as supplemental source of information to ensure triangulation in the research methods of data collection.

Description of the mini lessons in Bulgarian.

LESSONS	FUNCTIONS
1. Introducing the Bulgarian alphabet	To teach students with the Cyrillic alphabet and sensitize them to the problems students encounter when learning a foreign alphabet
2. Reading words in Bulgarian grouped according to type of letters same graphemes as the English ones, different graphemes, and false friends i.e. same graphemes but different sounds.	To demonstrate the concepts of positive and negative transfer, learning styles, and strategies.
3. Using gestures to say "Yes" and "No" in Bulgarian	To demonstrate the role of non-verbal communication in language learning. Note: Bulgarians use gestures opposite to the ones used in English
4. Deductive inductive teaching Degrees of comparison of adjectives	To demonstrate two methods of presenting language structures.
5. Introducing yourself	To demonstrate two approaches to language teaching behavioristic and humanistic.
6. Greetings in Bulgarian	To demonstrate the role of sociocultural factors in SLA

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7. A Geography lesson in Bulgarian	To demonstrate the Grammar translation and direct method of teaching ESL through similar activities in Bulgarian.
8. Imperative sentences in Bulgarian	To demonstrate TPR and the Silent method of ESL teaching.
9. Language Activities in Bulgarian	To demonstrate the methods of Suggestopedia and Community language teaching
10. A grammar lesson in Bulgarian	To demonstrate traditional methods of grammar teaching. Students had to do an exercise and change it using other ESL methods already studied and demonstrated through mini lessons in Bulgarian (see Appendix B).

Some of the topics for the course did not lend themselves to this method of teaching and no activities were designed to accompany them. Examples are: Error analysis, Language testing, the role of age in SLA, models of SLA, and the natural order hypothesis. Some of these topics dealt with purely theoretical concepts, others required a more advanced knowledge of the language in order to be demonstrated through mini lessons.

Data Analysis

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The data from the surveys were analyzed using descriptive statistics. Trainees' beliefs were compared using the Likert scale in the questionnaire and changes in their beliefs were calculated in percentages (see Table 1). The recordings of the class discussions and the focus group discussions were transcribed and together with the journal reflections and the post survey comments were analyzed using qualitative methods of analytic induction (LeCompte & Preissle, 1993).

Results

The results from the surveys will be presented in conjunction with results from the analysis of the transcriptions of the reflective journals and discussions. The analysis of the surveys revealed some tendencies but it would have been very difficult to draw any generalizations without looking at the comments that accompanied the answers to the questions in the second survey and the qualitative data from the transcripts.

In answer to the first research question, the results from the survey revealed that trainees enter the program with certain beliefs and attitudes towards SLA. Every student in the class filled out the first questionnaire and 80 percent of the students answered all twenty questions. One student (pre-service teacher, non-native speaker) did not answer the question on inductive deductive methods of teaching in the first questionnaire probably because she was not familiar with these terms. Two other students did not give answers to one or two of the following questions: # 2, # 8, # 9 and # 16 in the first questionnaire. It is important to note that both of these trainees were pre-service teachers, native speakers of English who do not speak any other

languages. While question 16 asks about a specific concept in language teaching, the other three questions deal with one's experience in teaching and learning a language. It is not surprising then that these trainees were not sure how to answer the questions.

Did trainees' beliefs change over the course of the semester, suggesting classroom or language experience influence? This was the second research question of the study. Examination of the pre post answers in Table 1 suggests considerable stability in trainees' beliefs from the beginning to the end of the course. However, these results are not analyzed on an individual level but rather from a global perspective. As Kern (1995) explains, such results are rather misleading since "many of the individual shifts cancel one another out in the averaging process." (p.78). For example, in response to items 2 and 3, the number of people agreeing or disagreeing with the statements in the pre post surveys are almost the same, yet 6 students, i.e. 38 percent of all students are either more or less convinced that students errors should be corrected on the spot, and that the more you practice a language structure, the better you learn how to use it (Table 1). Looking at the comments in the surveys and the qualitative data from the transcripts, we learn that the Bulgarian mini-lessons did indeed influence this shift in the students' beliefs. The fifth lesson, for example, was used to demonstrate the behavioristic and humanistic approaches to language learning. The students were taught how to introduce themselves in Bulgaria. During the first part of the lesson the instructor introduced a mini dialogue in Bulgarian and then asked each student to stand up and repeat the dialogue. Every time a student mispronounced a word, he she was corrected and asked to repeat the word as many times as needed until they had it right. During the second part of the lesson, the same dialogue was used to practice introductions in Bulgarian, but this time the students were sitting in their places and tossing a stuffed toy to each

other while practicing how to ask and answer questions about one's name. The instructor did not correct students' mistakes during that process. At the end of the activity she practiced the dialogue with several students and emphasized the correct pronunciation of each phrase.

Here are some comments from the students' reflections on this lesson:

> This activity also showed how important it is to be sensitive when correcting students. Although the first method was really intimidating, I noticed that I was not always sure about pronunciation when the teacher did not correct us during the second activity. I believe that it is important to let students speak without constantly correcting them, but I think that they need to know that what they are saying can be understood and need some correction along with positive reinforcement. At the same time, there are students who may stop talking if they are corrected; a teacher must be sensitive to the needs of the individual student and work with those needs always in mind.

Analysis of the data from the questionnaire showed that even though there was a substantial frequency of opinion shift, the degree of shift was very small (see Table 1). Most trainees moved from the category of "agree" to "strongly agree" or from "disagree" to "strongly disagree." The most striking shift was found in items 1 and 18. Eighty five percent of students changed their opinion. The Bulgarian mini lessons seemed to have influenced the trainees' opinion on whether or not languages are learned mainly through imitation (item 1). There were ten comments in the post survey that stated that the lessons which demonstrated different cultural and social factors influencing language learning have helped students to understand that imitation is not the best way to learn a language. There were only three comments on item 18 and no reflections on the role of simplified input in the trainees' journals. It seems that the shift in opinion here is a result of classroom readings.

In answer to the third research question in this study the analysis of the data suggests that the Bulgarian mini-lessons did influence students' KAL and helped them to understand the

different factors that influence SLA as well as the different methods that one can use in ESL teaching. The results from the survey indicate that students found the mini lessons most helpful in understanding the concepts and processes explicated in questions #1, 4, 10, and 19. In the post survey there were nine to ten comments on each of these questions that mentioned different lessons which seemed to have influenced their beliefs. During the focus group discussion one of the recurring themes was the role of the mini lessons in demonstrating the different language learning styles and strategies of the trainees (question # 4 in the survey). Here is part of the discussion on this:

> A: Well I think doing this exercise in the target language lets us empathize how our students must feel. Because if I did it in English I wouldn't be very frustrated but doing it in a different language I was enormously frustrated. I couldn't, I didn't know what I was doing. And even after I had done it I couldn't say what I had done, so it helps me realize what it's like when you don't understand what's going on. And I felt that the whole time. Every time we did a Bulgarian lesson I wanted to just slink down in my seat.
>
> B: And that's when I had fun.
>
> A: And that's when you liked it. And so that's a thing as a teacher, too... to realize some people really love learning a new language and other people dread it and it's traumatizing.
>
> B: When they don't like speaking and they get real nervous and they're insecure and they don't understand anything.
>
> A: Or if it's the wrong learning style. If you need it visual and auditory and you're doing something that's tactile.

And here is what another teacher had to say:

> I think the different mini lessons helped you observe as a teacher that Anna, for example, did the audio-lingual very well, whereas Lili didn't, and as a teacher you can observe that and say: "Well I'll never do that to Lili again but I will to Anna because she'll learn it that way, but Lili won't..."
>
> You could see the different styles of learning as you went around the room, who liked it, who could handle it, who couldn't. And I think that's good for us as teachers to observe. So you could still do that same method in your classroom, but let Lili be an observer...because

she'll learn being the observer as long as she doesn't have to open her mouth and then there is another method that she likes and maybe Anna doesn't. And you do that back and forth.

One of the mini lessons in Bulgarian demonstrated an inductive and a deductive way of teaching Comparisons of Adjectives in Bulgarian. The first part of the lesson presented the rule and examples of it on the blackboard. Students were then asked to practice the structure. The inductive method was demonstrated through examples of the grammar category using students from the class. In answer to question # 10, most students commented that this explanation helped them to conceptualize the two approaches.

The last question from the survey that received a lot of comments on the positive effect of the mini lessons states that all methods of language teaching are equally good (item 19). Since every one of the eight methods that we studied in this class was demonstrated through an activity in Bulgarian, it is not surprising that the students' beliefs were highly influenced by these demonstrations. In the words of the students:

I found the mini lessons demonstrating the different methods much more useful and informative than just reading about the different approaches. Participating in the process made it so much clearer and more importantly served as an excellent reminder of the overwhelming task that any second language learner has to face and that we, as teachers, must be sensitive to their situation.

And also:

I felt the activities in the two mini lessons were very helpful in understanding the concepts of the methods as well as the details that each method consists of. We all learn better, understand better and have more permanent retention when we participate in a learning situation as opposed to having it "taught to us".

Analysis of the quantitative data from the survey regarding the students' opinion on this item does not give a clear picture of the change of opinion. Trainees seem to disagree with the statement at the beginning and end of the course. Even though there was a 54% percent shift in

opinion students have moved from the category of "disagree" to "strongly disagree" or vice versa. There was a slight increase in the number of students who were undecided in their opinion. Overall, it seems that even at the beginning of the course students strongly believed that not all methods of language teaching are equally good. It must be noted that a large number of the students in this class were in-service teachers who have already tried to teach using different methods and techniques. What they knew intuitively or from personal experience was strengthened by the demonstrations in class, but this shift in opinion was revealed only after analyzing the qualitative data.

The Bulgarian lessons seemed to have had a lesser effect on students' opinion regarding the statements in items 2, 8, 13, 16 and 20, which received six or seven comments in the post survey. One reason for this could be the limited amount of time for demonstrating such concepts as error correction, transfer and grammar teaching through the mini lessons. Also, students' opinion did not change with regard to the statement in item 20. Trainees were convinced that language teachers should teach not only language structures but also cultural awareness and sociolinguistic competence when they started the course (see Table 1). Some of the Bulgarian mini-lessons demonstrated the role of culture and social factors in communication and trainees commented on this in their reflections but overall these demonstrations only strengthened (but did not change) their beliefs – a result that is very encouraging.

According to the survey results, the lessons had minimal effect (3 to 4 comments) on students' opinions regarding the statements in the rest of the questions i.e. # 3, 5, 6, 7, 9, 11, 12, 14, 15, 17 and 18. It seems natural that the students did not comment on the effect of the lessons on concepts and processes in items 3, 5, 7, 9, 11,12, 14 and 17 because they concern one's

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experience with language learning for a long period of time and with a lot more language structures than the ones introduced in the mini lessons. Analysis of qualitative data from the journals and discussions, however, indicate that in spite of the small number of comments on items 6, 15 and 18, students found the Bulgarian mini lessons helpful in elucidating these concepts. Once again, it seems that quantitative data do not always reveal enough information about different issues studied in education. In support of the above statement let us look at one student's comment on the role of motivation in language learning:

> I am still having a difficult time learning Bulgarian. I couldn't remember what sound the letters made. It was frustrating. It reminded me that motivation is an important factor in learning a language. If you need to learn a language in order to survive it might make you have more motivation to study more.

In addition to the data from the journals, analysis of the transcript from the focus group discussion revealed two other important effects of the mini-lessons in Bulgarian on student learning. First of all the exercises that students had to do in Bulgarian provoked a lot of thinking and helped them understand how their own ESL students felt. This is a common theme that emerged from the journal reflections as well. Trainees talk about becoming more empathetic to their students. For example:

> I will never forget the audio-lingual demonstration where we had to stand up and repeat the phrase. It made me so nervous that physiologically my heart was beating fast and my hands got sweaty and I got so nervous as everybody went down the row and it got closer and closer to me and I thought: "Oh no, I'm gonna mess up." And I will never forget that. And I will never do that, never, because of the reaction it had with me.

And also:

> It was confusing when the letters that looked like English had different sounds, not to mention the letters that looked totally different. It was overwhelming. I'm sure that is how my students feel. Sometimes it is just too much information and the students tend to shut down. We need to keep these factors in mind as teachers.... I wish this could be

an experience for all classroom teachers so that they realize or are reminded of how difficult it can be for students!

Another recurring theme concerns the challenges of language learning that were revealed through doing exercises in Bulgarian. Trainees experienced first hand the effect of transfer, the role of translation in studying a language and often reflected on the positive and negative aspects of different formats of presenting language structures to students. After the second mini-lesson (see above for content of the lesson) one student wrote:

> Immediately, the letters that have the same shape and pronunciation as letters in English were very easy, because I could just transfer the sounds I already know. However, it was confusing to try to associate new sounds with letters that looked like English letters. I found myself using the English sound that corresponds to the shape. Learning to use these letters was even more difficult for me than using the letters that have completely unfamiliar shapes and sounds. I believe this was because I simply had to learn something new with those letters, rather than try to change a habitual concept in my mind.

In another mini lesson students had to an exercise on Pronouns that demonstrated the traditional method of grammar teaching (Appendix B) and then change it using other techniques that they had already studied. In the discussion that followed students reflected on the experience:

> I loved doing it. This is like a puzzle. This is fun. You know… I mean …but then what you realize too, is that you really don't need to know anything when you're doing a foreign language. If you know the basic rules. You memorize the table. Just plug it in, you can do it. And then eventually you'll get it. Which isn't really good, but sometimes if you get really confused, you just go, beginning of the sentence, is subject. Don't worry about it. And it's not good because you don't remember it and it really, it's not like you know it.

Somebody else noted:

Also for me… I could put the right word in the space but I still don't know what the sentences say at all. Really… it since they're in Bulgarian it made me realize that this is kind of a meaningless exercise since it's not going to help me communicate.

In order to make this activity useful for their ESL students, trainees suggested using TPR, role play, visual clues, pictures and realia, and described in details the way they will teach this grammatical structure to their students so that they can use it to communicate in different situations. The exercise also provoked a lively discussion on the role of deductive and inductive teaching in grammar presentations.

Summary and Conclusions

This study sought to examine the effect of the use of mini lessons in a language not spoken by teacher trainees on their beliefs about language learning and teaching. The results are encouraging but should be interpreted with caution since the sample was very small. The conclusions pertain only to the group studied and any generalizations to other populations should remain hypothetical.

The mini lessons in Bulgarian seemed to have provided the teacher trainees with a springboard to explore different aspects of the second language acquisition process and thus improve both their content knowledge and pedagogical content knowledge. Their reflections and discussions on the language experience shed considerable light on the process of learning about language and learning how to teach language. It seems that the language experience proved valuable not only as a cognitive but also as an affective exercise. In addition to that, the experience seemed to have worked very well as a pedagogical tool. In the words of one student: "It was interesting to see how this exercise

brought to life a usually sedate group of students. The challenge of learning something as a group, that none of us knows seemed to bring people out of their shells".

As a result of participating in this experiment there were certain changes in the teacher trainees' beliefs about the process of second language acquisition. It must be noted however, that while the frequency of opinion shift was substantial, the degree of shift was not. Findings from this study lead to several implications for future research on teacher beliefs and KAL. It seems necessary to use additional instruments (interviews and discussions) besides the questionnaire to study pre-service teacher beliefs. Second, it would be interesting to study the change in teacher beliefs throughout the course of their teacher education program. Classroom observations and interviews during the Practicum should help interpret patterns found in quantitative data. Finally, to achieve generalizability of the results larger samples should be used. It is hoped that replications of such studies will lead to a greater understanding of the complex process of teacher learning and will help teacher educators to improve their own teaching methods.

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Table 1

Change of beliefs about language learning

Beliefs

1. Languages are learned mainly through imitation.

2. Learners' errors should be corrected as soon as they are made in order to prevent the formation of bad habits.

3. The more you practice a language structure, the better you learn how to use it.

4. All people learn languages the same way.

Adapted from Lightbown, P. and N. Spada (1999) How languages are learned. O

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	Number of students agreeing or disagreeing with statements (n = 13)					Percentage of shift of opinion in student responses
	Strongly agree.....				Strongly disagree	
pre	1	3	8	1	0	85%
post	0	4	3	4	2	
pre	3	1	4	2	2	38%
post	2	1	4	2	4	
pre	6	6	1	0	0	38%
post	6	6	1	0	0	
pre	0	0	2	4	7	46%
post	0	0	0	0	13	

5. The earlier one starts learning a second language the greater the likelihood of success in learning.

6. The process of learning a second language is the same as the one of learning one's native language.

7. People with higher IQs are better language learners.

8. Most of the mistakes which second language learners make are due to interference from their first language.

9. Teachers should teach simple language structures before complex ones.

10. For language teaching inductive teaching is better than deductive teaching.

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pre	9	2	1	0	0	69%
post	6	5	2	0	0	
pre	0	1	3	5	4	69%
post	0	2	6	3	2	
pre	0	3	0	6	4	38%
post	0	3	2	7	1	
pre		8	2	2	0	62%
post	1	4	4	3	1	
pre	4	7	1	0	0	38%
post	6	6	1	0	0	
pre	1	1	8	1	1	69%
post	1	6	3	3	0	

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11. No matter what you teach, students will learn it only when they are developmentally ready to do so.

12. When learning a foreign language, people constantly improve their knowledge; there is never any backsliding.

13. Grammar is acquired naturally; it doesn't need to be taught.

14. Classroom instruction is the best way to learn a language.

15. The most important factor in second language acquisition success is motivation.

16. Students who study under the same conditions will show little variatio in their language skills.

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pre	4	6	1	1	1	38%
post	4	6	1	2	0	
pre	1	1	2	6	3	69%
post	1	1	2	2	7	
pre	0	0	3	6	4	38%
post	0	1	2	5	4	
pre	0	0	2	4	7	69%
post	0	3	3	3	4	
pre	2	6	4	0	1	54%
post	2	9	1	0	0	
pre	0	1	0	1	9	54%
post	0	0	2	4	7	

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17. When students are allowed to interact freely (in group or pair activities
they learn each other's mistakes.

18. Teachers should simplify their speech when addressing their students.

19. All methods of language teaching are equally good.

20. A language teacher needs to teach only language structures.

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)	pre	2	2	1	5	3	54%
	post	1	3	2	5	2	
	pre	1	5	3	3	1	85%
	post	3	2	6	2	0	
	pre	1	0	1	5	6	54%
	post	0	0	3	5	5	
	pre	0	0	1	3	9	15%
	post	0	0	0	4	9	

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Exercise on Subject and Object

Subject Pronouns

1p.sg.	2nd p. sg.	3rd p. sg masculine	3rd p. sg feminine	3rd p. sg neuter	1
аз	Ти	той	тя	то	н

Object pronouns

1p.sg.	2nd p. sg.	3rd p. sg masculine	3rd p. sg feminine	3rd p. sg neuter	1
ме	Те	го	я	го	н

Аз обичам Иван.	I love John.
Аз **го** обичам.	I love **him.**
Аз написах писмата.	I wrote the letters.
Аз **ги** написах.	I wrote **them.**

Write the correct pronouns for these sentences:

1 .....купи книгата. (1p. sg.)
2. Ана .....купи.(3 p.sg. f.)
3. Ние .....донесохме. (3.p. pl.)
4. .....учат английски. (3.p. pl.)
5. Децата .....обичат (1.p. pl.)

How can we change this activity and teach the same grammatical st

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B

Pronouns in Bulgarian

p. pl.	2 nd p. pl.	3rd p. pl
ие	вие	те

p. pl.	2 nd p. pl.	3rd p. pl
и	ви	ги

ructure using some other language teaching methods?

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